



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12571761  
SAU: MSAD 63  
School: Holbrook School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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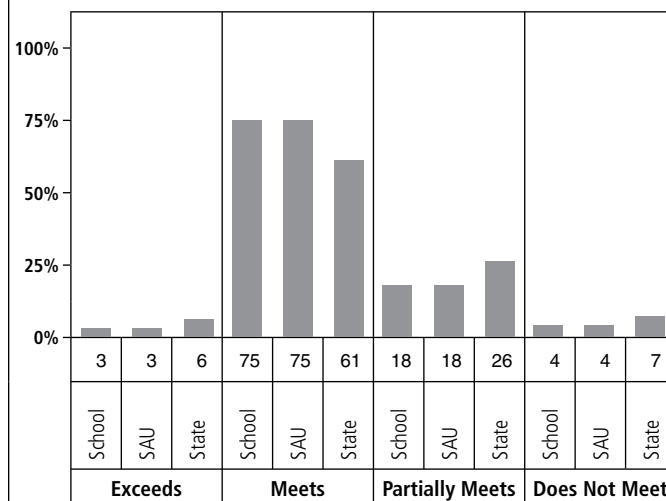
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

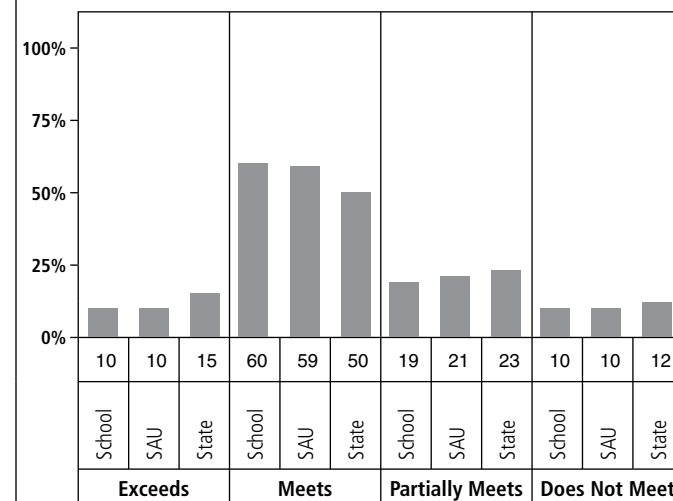
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	543	543	544
2007–2008	547	547	545
<b>2008–2009</b>	<b>547</b>	<b>547</b>	<b>546</b>
Cum. Avg.*	546	546	545
<b>Mathematics</b>			
2006–2007	545	545	546
2007–2008	549	550	546
<b>2008–2009</b>	<b>547</b>	<b>547</b>	<b>547</b>
Cum. Avg.*	547	547	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>545</b>	<b>545</b>	<b>543</b>

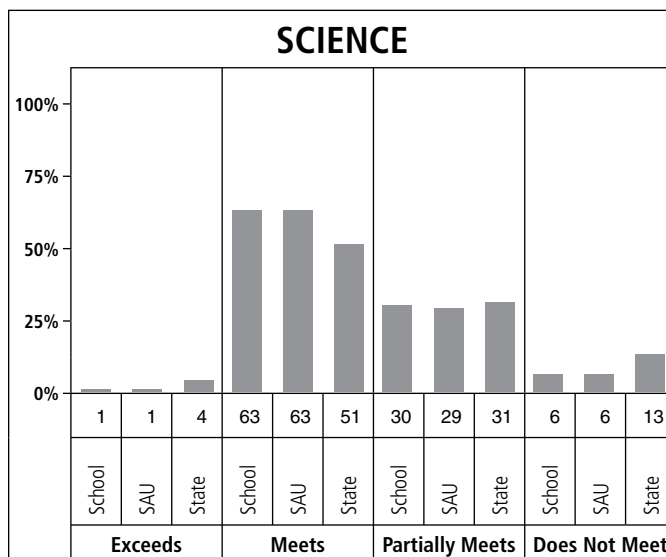
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	67	100	68	100	14212	100	67	100	68	100	14135	100	67	100	68	100	14144	100	67	100	68	100	14137	100
<b>Ethnicity</b> African American/Black	1	1	1	1	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	1	1	2	3	110	1	1	100	2	100	110	100	1	100	2	100	110	100	1	100	2	100	110	100
Asian or Pacific Islander	1	1	1	1	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	1	100	257	99
Hispanic	1	1	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	63	94	63	93	13271	93	63	100	63	100	13212	100	63	100	63	100	13211	100	63	100	63	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	11	16	11	16	2479	17	11	100	11	100	2454	100	11	100	11	100	2455	100	11	100	11	100	2451	99
<b>Current LEP</b>	0	0	1	1	374	3	0	0	1	100	359	96	0	0	1	100	370	99	0	0	1	100	366	98
<b>Economically disadvantaged</b>	13	19	13	19	5848	41	13	100	13	100	5815	100	13	100	13	100	5819	100	13	100	13	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	57	85	58	85	10849	76	57	85	58	85	10872	76	57	85	58	85	10976	77
Identified disability (PET/IEP)	1	2	1	2	298	3	1	2	1	2	307	3	1	2	1	2	338	3
LEP	0	0	1	2	170	2	0	0	1	2	169	2	0	0	1	2	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	10	15	10	15	3122	22	10	15	10	15	3124	22	10	15	10	15	3019	21
Identified disability (PET/IEP)	10	100	10	100	1992	64	10	100	10	100	2000	64	10	100	10	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	1	1	1	702	5
	2007-2008	8	12	9	13	659	5
	<b>2008-2009</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>836</b>	<b>6</b>
	Cum. Total*	11	5	12	6	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	43	59	43	59	7730	55
	2007-2008	42	63	42	62	8195	58
	<b>2008-2009</b>	<b>50</b>	<b>75</b>	<b>51</b>	<b>75</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	135	65	136	65	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	20	27	20	27	4182	30
	2007-2008	14	21	14	21	3800	27
	<b>2008-2009</b>	<b>12</b>	<b>18</b>	<b>12</b>	<b>18</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	46	22	46	22	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	9	12	9	12	1419	10
	2007-2008	3	4	3	4	1362	10
	<b>2008-2009</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>973</b>	<b>7</b>
	Cum. Total*	15	7	15	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	31.6	65.8	31.6	65.8	30.8	64.2
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	15.5	64.6	15.5	64.6	15.0	62.5
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	16.1	67.1	16.1	67.1	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	67	2	3	50	75	12	18	3	4	547	68	3	75	18	4	547	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	1										2						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	63	2	3	47	75	12	19	2	3	547	63	3	75	19	3	547	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	4	36	5	45	2	18	537	11	0	36	45	18	537	2290	0	29	47	23	537
No	56	2	4	46	82	7	13	1	2	548	57	4	82	12	2	548	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										1						354	1	35	34	30	538
No	67	2	3	50	75	12	18	3	4	547	67	3	75	18	4	547	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	13	0	0	8	62	5	38	0	0	542	13	0	62	38	0	542	5716	2	51	35	12	542
No	54	2	4	42	78	7	13	3	6	548	55	4	78	13	5	548	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	67	2	3	50	75	12	18	3	4	547	68	3	75	18	4	547	13963	6	61	26	7	546
<b>Gender</b>																						
Female	39	1	3	30	77	6	15	2	5	547	40	3	78	15	5	547	6882	8	62	24	6	547
Male	28	1	4	20	71	6	21	1	4	546	28	4	71	21	4	546	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1914	1	41	44	14	540
No	67	2	3	50	75	12	18	3	4	547	68	3	75	18	4	547	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	67	2	3	50	75	12	18	3	4	547	68	3	75	18	4	547	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	4 73 19 3	0 2 0 0	0 4 0 0	2 36 10 2	67 73 77 100	0 9 3 0	0 18 23 0	1 2 0 0	33 4 0 0	540 547 547 553	4 72 21 3	0 4 0 0	67 73 79 100	0 18 21 0	33 4 0 0	540 547 547 553	4 70 24 2	2 6 7 4	40 63 61 42	34 26 26 33	24 6 6 21	540 546 546 541
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	39 42 15 3	1 1 0 0	4 4 0 0	21 19 9 1	81 68 90 50	3 8 1 0	12 29 10 0	1 0 0 1	4 0 0 50	548 547 547 538	40 42 15 3	4 4 0 0	81 68 90 50	11 29 10 0	4 0 0 50	548 547 547 538	36 47 15 2	10 5 2 0	67 62 47 30	18 27 40 46	5 6 12 24	549 546 541 537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	45 48 3 4	2 0 0 0	7 0 0 0	23 27 0 0	77 84 0 0	5 4 1 2	17 13 50 67	0 1 1 1	0 3 50 33	549 546 531 531	44 49 3 4	7 0 0 0	77 85 0 0	17 12 50 67	0 3 50 33	549 546 531 531	31 55 10 3	9 5 3 1	65 63 45 31	20 27 38 41	5 5 14 27	548 546 542 537
<b>How difficult was the reading part of this test?</b> A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 70 18	0 2 0	0 4 0	3 38 9	38 81 75	4 5 3	50 11 25	1 2 0	13 4 0	540 548 545	12 71 18	0 4 0	38 81 75	50 10 25	13 4 0	540 548 545	16 64 20	3 7 5	49 63 62	32 25 26	15 5 7	542 547 546
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	6 52 42	0 1 1	0 3 4	1 26 23	25 76 82	2 6 4	50 18 14	1 1 0	25 3 0	536 549 547	6 52 42	0 3 4	25 77 82	50 17 14	25 3 0	536 549 547	10 52 38	1 4 10	33 61 68	42 29 18	24 6 4	538 545 549
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 66 9 6	0 2 0 0	0 5 0 0	11 30 5 4	85 68 83 100	2 9 1 0	15 20 17 0	0 3 0 0	0 7 0 0	549 546 545 544	21 65 9 6	0 5 0 0	86 68 83 100	14 20 17 0	0 7 0 0	549 546 545 544	20 56 10 14	10 7 3 1	64 65 52 46	21 24 33 38	5 5 12 14	548 547 543 541
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	24 17 59	0 0 2	0 0 5	10 11 27	67 100 73	5 0 7	33 0 19	0 0 1	0 0 3	543 549 548	23 17 59	0 0 5	67 100 74	33 0 18	0 0 3	543 549 548	25 26 49	3 6 8	53 61 65	33 26 23	11 7 5	543 546 547
<b>Optional school/SAU question</b> A. B. C. D.	50 50 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 0 0 0	100 0 0 0	0 1 0 0	0 100 0 0	534 530 0 0	50 50 0 0	0 0 0 0	0 0 0 0	0 100 0 0	0 530 0 0	534 530 0 0						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	7	10	7	10	1711	12
	2007-2008	12	18	13	19	1617	12
	<b>2008-2009</b>	<b>7</b>	<b>10</b>	<b>7</b>	<b>10</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	26	13	27	13	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	32	44	32	44	6778	48
	2007-2008	38	57	38	56	7284	52
	<b>2008-2009</b>	<b>40</b>	<b>60</b>	<b>40</b>	<b>59</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	110	53	110	53	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	26	36	26	36	3884	28
	2007-2008	12	18	12	18	3341	24
	<b>2008-2009</b>	<b>13</b>	<b>19</b>	<b>14</b>	<b>21</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	51	25	52	25	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	8	11	8	11	1683	12
	2007-2008	5	7	5	7	1778	13
	<b>2008-2009</b>	<b>7</b>	<b>10</b>	<b>7</b>	<b>10</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	20	10	20	10	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	25.7	53.5	25.6	53.3	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	10.1	56.1	10.0	55.6	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.6	56.0	5.6	56.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.8	48.0	4.8	48.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.2	52.0	5.3	53.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	67	7	10	40	60	13	19	7	10	547	68	10	59	21	10	547	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	1										2						110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	63	7	11	38	60	12	19	6	10	547	63	11	60	19	10	547	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	1	9	2	18	4	36	4	36	536	11	9	18	36	36	536	2307	3	32	32	33	536
No	56	6	11	38	68	9	16	3	5	549	57	11	67	18	5	549	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										1						365	5	33	30	32	536
No	67	7	10	40	60	13	19	7	10	547	67	10	60	19	10	547	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	13	0	0	8	62	5	38	0	0	543	13	0	62	38	0	543	5731	7	46	29	18	542
No	54	7	13	32	59	8	15	7	13	548	55	13	58	16	13	548	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	67	7	10	40	60	13	19	7	10	547	68	10	59	21	10	547	13988	15	50	23	12	547
<b>Gender</b>																						
Female	39	3	8	22	56	9	23	5	13	546	40	8	55	25	13	545	6889	14	51	23	12	546
Male	28	4	14	18	64	4	14	2	7	549	28	14	64	14	7	549	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1918	3	39	36	22	539
No	67	7	10	40	60	13	19	7	10	547	68	10	59	21	10	547	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	67	7	10	40	60	13	19	7	10	547	68	10	59	21	10	547	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	2	67	1	33	0	0	0	0	565	4	67	33	0	0	565	4	8	38	26	28	539
B. less than one hour	73	5	10	30	61	7	14	7	14	546	72	10	61	14	14	546	70	15	52	23	10	547
C. one to two hours	19	0	0	7	54	6	46	0	0	545	21	0	50	50	0	544	24	15	51	23	11	547
D. more than two hours	3	0	0	2	100	0	0	0	0	553	3	0	100	0	0	553	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	4	22	11	61	1	6	2	11	551	28	21	58	11	11	550	34	28	50	14	8	552
B. good	45	2	7	21	70	6	20	1	3	549	45	7	70	20	3	549	45	11	54	24	10	546
C. fair	23	0	0	8	53	6	40	1	7	543	22	0	53	40	7	543	18	3	45	33	19	540
D. poor	5	1	33	0	0	0	0	2	67	539	4	33	0	0	67	539	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	42	5	18	18	64	4	14	1	4	551	41	18	64	14	4	551	38	22	52	19	7	550
B. They match some of what I have learned.	51	1	3	22	65	8	24	3	9	546	51	3	63	26	9	545	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	0	0	0	0	1	25	3	75	526	6	0	0	25	75	526	11	6	40	30	24	540
D. There is no match.	1	1	100	0	0	0	0	0	0	570	1	100	0	0	0	570	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	17	1	9	3	27	2	18	5	45	537	16	9	27	18	45	537	17	7	42	30	21	540
B. about the same as my regular schoolwork	79	6	12	36	69	9	17	1	2	550	79	11	68	19	2	550	64	15	53	23	10	547
C. easier than my regular schoolwork	5	0	0	1	33	2	67	0	0	543	4	0	33	67	0	543	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	2	0	0	0	0	0	0	1	100	522	1	0	0	0	100	522	7	6	39	27	27	539
B. 30–45 minutes	12	0	0	5	63	2	25	1	13	542	13	0	56	33	11	541	28	9	49	28	15	544
C. 45–60 minutes	50	5	15	19	58	8	24	1	3	550	49	15	58	24	3	550	41	17	53	21	9	548
D. more than 60 minutes	36	2	8	15	63	3	13	4	17	546	36	8	63	13	17	546	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	1	100	0	0	0	0	0	0	570	1	100	0	0	0	570	6	14	43	24	20	543
B. two or three days a week	19	1	8	7	54	3	23	2	15	545	21	7	50	29	14	544	24	17	52	21	10	548
C. two or three times each month	43	3	10	16	55	6	21	4	14	547	43	10	55	21	14	547	33	17	52	21	9	548
D. never or almost never	36	2	8	17	71	4	17	1	4	548	35	8	71	17	4	548	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	10	0	0	3	43	3	43	1	14	541	10	0	43	43	14	541	23	13	47	26	15	545
B. two or three days a week	33	3	14	10	45	7	32	2	9	546	34	13	43	35	9	546	31	17	52	21	10	548
C. two or three times each month	34	3	13	15	65	2	9	3	13	549	34	13	65	9	13	549	27	17	52	21	10	548
D. never or almost never	22	1	7	12	80	1	7	1	7	550	22	7	80	7	7	550	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	0	0	1	100	522	50	0	0	0	100	522						
B.	50	0	0	0	0	0	0	1	100	524	50	0	0	0	100	524						
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	1	1	1	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	42	63	43	63	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	20	30	20	29	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	4	6	4	6	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	30.6	63.8	30.6	63.8	29.2	60.8
<b>D. The Physical Setting</b>	24	50	13.8	57.5	13.8	57.5	12.9	53.8
<b>E. The Living Environment</b>	24	50	16.8	70.0	16.8	70.0	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	67	1	1	42	63	20	30	4	6	545	68	1	63	29	6	545	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	1										2						110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	63	1	2	40	63	19	30	3	5	546	63	2	63	30	5	546	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	3	27	5	45	3	27	536	11	0	27	45	27	536	2309	2	29	39	29	536
No	56	1	2	39	70	15	27	1	2	547	57	2	70	26	2	547	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										1						361	1	23	32	44	533
No	67	1	1	42	63	20	30	4	6	545	67	1	63	30	6	545	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	13	0	0	7	54	5	38	1	8	542	13	0	54	38	8	542	5729	2	42	37	20	539
No	54	1	2	35	65	15	28	3	6	546	55	2	65	27	5	546	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	67	1	1	42	63	20	30	4	6	545	68	1	63	29	6	545	13987	4	51	31	13	543
<b>Gender</b>																						
Female	39	0	0	21	54	15	38	3	8	544	40	0	55	38	8	544	6886	4	49	33	14	542
Male	28	1	4	21	75	5	18	1	4	547	28	4	75	18	4	547	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1917	1	31	41	28	536
No	67	1	1	42	63	20	30	4	6	545	68	1	63	29	6	545	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	67	1	1	42	63	20	30	4	6	545	68	1	63	29	6	545	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 63  
School: Holbrook School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	33	2	67	0	0	541	4	0	33	67	0	541	4	2	37	35	25	538
B. less than one hour	73	1	2	29	59	15	31	4	8	545	72	2	59	31	8	545	70	4	53	31	12	544
C. one to two hours	19	0	0	10	77	3	23	0	0	548	21	0	79	21	0	547	24	5	51	31	12	544
D. more than two hours	3	0	0	2	100	0	0	0	0	551	3	0	100	0	0	551	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	30	1	5	13	65	5	25	1	5	547	31	5	67	24	5	547	26	7	56	26	11	545
B. good	61	0	0	28	68	11	27	2	5	545	60	0	68	27	5	545	53	4	53	31	11	544
C. fair	7	0	0	1	20	3	60	1	20	540	7	0	20	60	20	540	18	2	41	39	17	540
D. poor	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	31	0	0	16	76	5	24	0	0	548	32	0	77	23	0	547	23	5	56	28	11	544
B. They match some of what I have learned.	51	1	3	19	56	11	32	3	9	544	50	3	56	32	9	544	48	5	52	31	12	544
C. They match just a little of what I have learned.	16	0	0	7	64	3	27	1	9	544	16	0	64	27	9	544	23	4	49	33	14	543
D. There is no match.	1	0	0	0	0	1	100	0	0	532	1	0	0	100	0	532	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	23	1	7	10	67	3	20	1	7	547	22	7	67	20	7	547	23	5	48	31	16	543
B. about the same as my regular schoolwork	65	0	0	25	58	16	37	2	5	544	64	0	58	37	5	544	58	4	52	32	12	543
C. easier than my regular schoolwork	12	0	0	7	88	1	13	0	0	549	13	0	89	11	0	549	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	42	0	0	18	64	8	29	2	7	544	41	0	64	29	7	544	33	5	51	31	14	543
B. a few times a week	52	1	3	23	66	9	26	2	6	546	53	3	67	25	6	546	45	4	52	32	11	544
C. once a week	1	0	0	0	0	1	100	0	0	538	1	0	0	100	0	538	8	4	50	30	16	542
D. a few times a month	4	0	0	1	33	2	67	0	0	542	4	0	33	67	0	542	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	37	0	0	15	60	8	32	2	8	544	37	0	60	32	8	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	9	0	0	2	33	3	50	1	17	537	9	0	33	50	17	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	48	1	3	23	72	7	22	1	3	547	49	3	73	21	3	547	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	6	0	0	2	50	2	50	0	0	546	6	0	50	50	0	546	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	18	0	0	8	67	3	25	1	8	544	18	0	67	25	8	544	47	4	51	32	12	543
B. a few times a month	27	0	0	11	61	7	39	0	0	546	26	0	61	39	0	546	27	5	54	30	11	544
C. once a month	19	1	8	10	77	2	15	0	0	551	19	8	77	15	0	551	10	5	49	30	15	543
D. never or almost never	36	0	0	13	54	8	33	3	13	543	37	0	56	32	12	543	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	37	0	0	15	60	8	32	2	8	543	37	0	60	32	8	543	46	4	52	32	12	543
B. a few times a month	31	1	5	12	57	8	38	0	0	546	31	5	57	38	0	546	28	5	53	30	12	544
C. once a month	10	0	0	4	57	2	29	1	14	544	10	0	57	29	14	544	11	4	47	34	15	542
D. never or almost never	21	0	0	11	79	2	14	1	7	548	22	0	80	13	7	547	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	1	100	0	0	536	50	0	0	100	0	536						
B.	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528						
C.	0										0											
D.	0										0											

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N = Number